
	<h2 style="text-align: center;">Mathematics Advisory Subcommittee Panel Meeting</h2> <p><b>Date:</b> March 21, 2018  <b>Time:</b> 10:00 a.m. – 4:00 p.m.  <b>Location:</b> Bush Building  <b>403 Wapping Street</b>  <b>Frankfort, KY</b></p>
<b>Meeting Purpose:</b>	Revise, review and develop Kentucky Academic Standards in accordance with SB1 (2017).
<b>Meeting Called by:</b>	Kyle Lee, KDE
<b>Members:</b>	<p>Jeani Gollihue, Angela England, Jenny Bay Williams, Molly Ross, Matthew Hawkins, Maggie Doyle, Beverly Rutledge, Amanda Boyle, Alissa Riley, Ted Hodgson, Nick Harris, Amy Newsome, Jonathan Thomas, Casey Watson</p> <p><b>KDE Staff:</b> Erin Chavez, Teresa Emmert, Krista Hall, Renee Yates, Kyle Lee</p>

Time	Focus	Lead	Discussion
10:01 am	Welcome	Kyle Lee	<b>Welcome</b>
10:02 am	Meeting called to order	Kyle Lee	<p><b>Roll Call</b></p> <p><b>Present:</b> Jeani Gollihue, Angela England, Molly Ross, Matthew Hawkins, Beverly Rutledge, Nick Harris, Amy Newsome, Jenny Bay-Williams (arrived at 10:14 am)</p> <p><b>Absent:</b> Maggie Doyle, Amanda Boyle, Alissa Riley, Ted Hodgson, Johnathan Thomas, Casey Watson</p>
10:03 am	Approval of the Agenda	Kyle Lee	<p>Motion to approve agenda-Beverly Rutledge</p> <p>Motion second-Nick Harris</p> <p>All members were in favor</p>
10:04 am	Review of Group Norms	Kyle Lee	<ul style="list-style-type: none"> <li>• Keep professional learning in mathematics as the primary driver of the experience.</li> <li>• Participate thoughtfully.</li> <li>• Be open to new ways of thinking.</li> <li>• Maintain a sense of humor.</li> <li>• Be respectful of others.               <ul style="list-style-type: none"> <li>○ Seek to understand one another's views and values.</li> <li>○ Maintain a positive orientation &amp; presume positive intentions.</li> </ul> </li> </ul>
10:04 am	AP Subcommittee Work Groups	Krista Hall	<p><b>Standards for Mathematical Practice</b></p> <p>Subcommittee considerations</p> <ul style="list-style-type: none"> <li>• Is the language you are using easily understood, provide clarity, and appropriate for EVERY teacher no matter where they are in their learning?</li> <li>• Do the SMP examples clarify what student learning should look like in the mathematics classroom?</li> <li>• What resources are you using to create the SMP examples?</li> </ul>

			<p>Subcommittee grade-band work groups</p> <ul style="list-style-type: none"> <li>• Small group divided into grade bands and discussed how to highlight the SMP's at cluster level and resources to use. Group began populating the SMP section of the standard document.</li> </ul> <p><b>Clarifications/Illustrations</b></p> <p>Subcommittee considerations</p> <ul style="list-style-type: none"> <li>• Are the clarifications/illustrations clearing up possible misconceptions around the meaning of the content standards?</li> <li>• How can we ensure that the clarifications/illustrations do not get into curriculum?</li> <li>• What resources are you using to clarify/illustrate the content standards?</li> </ul> <p>Subcommittee grade-band work groups</p> <ul style="list-style-type: none"> <li>• Small group divided into grade bands and discussed how to reference materials. Group began populating the C/I section of the standards document.</li> </ul> <p><b>Progress Update Share-out Before Lunch</b></p> <ul style="list-style-type: none"> <li>• SMP for first and third grade was virtually complete prior to lunch. Second and fourth grade work had just begun. Further work regarding number sense and operations and algebraic thinking was needed after lunch.</li> <li>• SMP for sixth grade was completely finished. Calculus needed more time to complete the work after lunch. Further work on domains will be required for high school.</li> </ul>
12:01 pm	Lunch/Break		
1:00 pm	Continued AP Subcommittee Work Groups	Krista Hall	<p><b>Standards for Mathematical Practice</b></p> <ul style="list-style-type: none"> <li>• Small group continued populating the SMP section of the standard document.</li> </ul> <p><b>Clarifications/Illustrations</b></p> <ul style="list-style-type: none"> <li>• Small group continued populating the C/I section of the standards document.</li> </ul>
3:50 pm	Progress Update	Krista Hall	<p><b>Standards for Mathematical Practice</b></p> <ul style="list-style-type: none"> <li>• Statistics now have an example for each practice standard including number &amp; quantity, algebra and functions.</li> <li>• Examples are related to what students will go through when thinking through problems of practice.</li> </ul>

			<ul style="list-style-type: none"> <li>• 6<sup>th</sup> and 7<sup>th</sup> grade have been completed. 8<sup>th</sup> grade has not been started.</li> <li>• 1<sup>st</sup> and KG were not completed, however, are anticipated to be completed by the next day.</li> </ul> <p><b>Clarifications/Illustrations</b></p> <ul style="list-style-type: none"> <li>• 4<sup>th</sup> grade has been completed. K, 2<sup>nd</sup> and 3<sup>rd</sup> grade is scheduled to be completed by the next day.</li> </ul> <p>Much of the next meetings focus will be around measurement and geometry in all grade levels.</p>
4:01 pm	Close of Meeting	Kyle Lee	<p>Motion to Adjourn-Matthew Hawkins</p> <p>Motion Seconded-Nick Harris</p> <p>All members were in favor</p>

	<h2 style="text-align: center;">Mathematics Advisory Subcommittee Panel Meeting</h2> <p><b>Date:</b> March 22, 2018  <b>Time:</b> 9:00 a.m. – 4:00 p.m.  <b>Location:</b> Bush Building  <b>403 Wapping Street</b>  <b>Frankfort, KY</b></p>
<b>Meeting Purpose:</b>	Revise, review and develop Kentucky Academic Standards in accordance with SB1 (2017).
<b>Meeting Called by:</b>	Kyle Lee, KDE
<b>Members:</b>	<p>Jeani Gollihue, Angela England, Jenny Bay Williams, Molly Ross, Matthew Hawkins, Maggie Doyle, Beverly Rutledge, Amanda Boyle, Alissa Riley, Ted Hodgson, Nick Harris, Amy Newsome, Jonathan Thomas, Casey Watson</p> <p><b>KDE Staff:</b> Erin Chavez, Teresa Emmert, Krista Hall, Renee Yates, Kyle Lee</p>

Time	Focus	Lead	Discussion
9:01 am	Welcome	Kyle Lee	<b>Welcome</b>
9:01 am	Meeting called to order	Kyle Lee	<p><b>Roll Call</b></p> <p><b>Present:</b> Jeani Gollihue, Angela England, Molly Ross, Matthew Hawkins, Beverly Rutledge, Ted Hodgson, Nick Harris, Amy Newsome, Jenny Bay-Williams, Casey Watson</p> <p><b>Absent:</b> Maggie Doyle, Amanda Boyle, Alissa Riley, Johnathan Thomas</p>
9:02 am	Approval of the Agenda	Kyle Lee	<p>Motion to approve agenda-Molly Ross</p> <p>Motion second-Ted Hodgson</p> <p>All members were in favor</p>
9:02 am	Review of Group Norms	Kyle Lee	<ul style="list-style-type: none"> <li>• Keep professional learning in mathematics as the primary driver of the experience.</li> <li>• Participate thoughtfully.</li> <li>• Be open to new ways of thinking.</li> <li>• Maintain a sense of humor.</li> <li>• Be respectful of others.               <ul style="list-style-type: none"> <li>○ Seek to understand one another's views and values.</li> <li>○ Maintain a positive orientation &amp; presume positive intentions.</li> </ul> </li> </ul>
9:04 am	AP Subcommittee Work Groups	Krista Hall	<p><b>Standards for Mathematical Practice</b></p> <p>Subcommittee considerations:</p> <ul style="list-style-type: none"> <li>• Is the language you are using easily understood, provide clarity, and appropriate for EVERY teacher no matter where they are in their learning?</li> <li>• Do the SMP examples clarify what student learning should look like in the mathematics classroom?</li> <li>• What resources are you using to create the SMP examples?</li> </ul>

			<p>Subcommittee grade-band work groups</p> <ul style="list-style-type: none"> <li>• Small group divided into grade bands and discussed how to highlight the SMP's at cluster level and resources to use. Group began populating the SMP section of the standard document.</li> </ul> <p><b>Clarifications/Illustrations</b></p> <p>Subcommittee considerations</p> <ul style="list-style-type: none"> <li>• Are the clarifications/illustrations clearing up possible misconceptions around the meaning of the content standards?</li> <li>• How can we ensure that the clarifications/illustrations do not get into curriculum?</li> <li>• What resources are you using to clarify/illustrate the content standards?</li> </ul> <p>Subcommittee grade-band work groups</p> <ul style="list-style-type: none"> <li>• Small group divided into grade bands and discussed how to reference materials. Group began populating the C/I section of the standards document.</li> </ul> <p><b>Progress Update Share-out Before Lunch</b></p> <ul style="list-style-type: none"> <li>• CI 2<sup>nd</sup> and 5<sup>th</sup> grade was almost complete and the group was confident the work would be completed before the end of the day. KG still need work and input/feedback would be needed upon return from the lunch break.</li> <li>• Middle school SMP only had revision left for after lunch.</li> <li>• High School SMP needed further work on Geometry domains within the framework document after lunch. Also, clarifications and illustrations within Geometry needed to be entered. The group planned to start on probability examples after lunch.</li> <li>• Calculus SMP and CI were not complete. There was a concern that these would not be completed before the end of the day.</li> </ul>
11:55 pm	Lunch/Break		
1:00 pm	Continued AP Subcommittee Work Groups	Krista Hall	<p><b>Standards for Mathematical Practice</b></p> <ul style="list-style-type: none"> <li>• Small group continued populating the SMP section of the standard document.</li> </ul> <p><b>Clarifications/Illustrations</b></p> <ul style="list-style-type: none"> <li>• Small group continued populating the C/I section of the standards document.</li> </ul>

3:45 pm	Progress Update	Krista Hall	<p><b>Standards for Mathematical Practice</b></p> <ul style="list-style-type: none"> <li>• K-5 is complete.</li> <li>• 6-8 is complete.</li> <li>• Clarification and illustrations are complete in high school.</li> <li>• Calculus needs further detail in order to be complete.</li> </ul> <p>Krista Hall provided an update as to next steps in the process.</p> <ul style="list-style-type: none"> <li>• The RDC will review all the work that has been completed thus far on the mathematics standards. From there, the updated standards will go out for public feedback for 30 days. Further, a focus group will provide feedback regarding the standards once the AP and RDC make revisions from public comment.</li> </ul> <p>Feedback from the group regarding next steps was collected via online survey and included:</p> <ul style="list-style-type: none"> <li>• What are some celebrations and challenges that you have from the past two days of work?</li> <li>• Celebration: Completing a draft of the work. Challenge: Wanting to have discussions about the work and opportunities to revise (to ensure it is 'good').</li> <li>• I have enjoyed working with this group immensely! Yes, I helped create a document, but I also grew as an educator by working with these elite professionals.</li> <li>• Are there any specific components to the draft standards (CI and SMP) that you would like the RDC group to provide feedback? <ul style="list-style-type: none"> <li>• Consistency of language and appearance.</li> <li>• Just someone else needs to read/review SMP's to make sure we didn't make grammar mistakes and that there is agreement on the content of the SMP's.</li> </ul> </li> </ul>
4:00 pm	Close of Meeting	Kyle Lee	<p>Motion to Adjourn-Beverly Rutledge</p> <p>Motion Seconded-Nick Harris</p> <p>All members were in favor</p>